

You may PHONE orders for ADVERTISEMENTS,
Servants Wanted, Births, Marriages, Deaths, &c.
RING UP Holborn 4554.

B. Mason 11 CMC 421

ROMEIKE & CURTICE,

Limited.

Ludgate Circus Buildings, LONDON, E.C.

Telegrams: "ROMEIKE," Tel. No. 4554 HOLBORN.

The R. & C. Album provides a means to keep the
Cuttings together and to avoid mislaying them.
It requires no paste.

PUBLICITY of any important matter obtained in
the press by arrangement.
RING UP Holborn 4554.

From

Daily Citizen

20 JAN 1911

I give a list of some new books which are
worth reading and which you should include in
your library list: "The Basis of National
Strength," by Charlotte Mason; "Mines and
their Story," by J. Bernard Mannix (Sidgwick
and Jackson); "Harry the Cockney," by
Edwin Pugh (Laurie); "The New Gulliver,"
by Barry Pain (Laurie); "The Burnt House,"
by Christopher Stone (Secker); "The Terri-
ble Choice," by Stephen Foreman (Long);
"Red Harvest," by Newman Flower (Cassell);
"My Russian Year," by R. Reynolds (Mills
and Boon); "Safety in Coal Mines," by D.
Burns (Blackie).

12CMC421

For

Miss Charlotte Mason

From The General Press Cutting
Association, Ltd.
Lennox House, Norfolk St. London, W.C.
Telegrams: *3* Telephone:
Bretwalda, Strand, London. No 5520 Central

NEWS FROM ALL
PARTS OF THE
WORLD SUPPLIED
WITH EFFICIENCY
AND SPEED. . .

Cutting from the *Westmorland Gazette*
Address of Publication *Reverend*
Issue dated *25. 1. 13.*

Miss Charlotte Mason, of Ambleside, has prepared for publication and Mr. G. Middleton has issued a brochure containing letters which she contributed to the London "Times" on education. "The Basis of National Strength" is its title; and the author examines the Montessori method not in order to indorse it but to plead for something wider, freer and more humane. She regards that method as one effort among many in the interests of scientific pedagogy; and she concludes by asking if there really is "any such thing."

C. Mason. 13CMC421
ROMEIKE & CURTICE, LTD.,
The Press Cutting Agency,
LUDGATE CIRCUS BUILDINGS,
LONDON, E.C.

Telegrams :
ROMEIKE.

Telephone No. :
4554 HOLBORN.

THE CUTTING ATTACHED IS FROM :—

The Times.

1785

Attention is called to the REDUCED SUBSCRIPTION RATES

viz. : £2 : 12 : 0 a year or 13s. 6d. quarterly

Including the daily
FINANCIAL & COMMERCIAL SECTION
and all Special Supplements

A Morning Newspaper and a Financial Newspaper
at the rate of TWO-PENCE per DAY, if an Annual
Subscription is taken out

Full Particulars from THE PUBLISHER,
The Times, No. 1, Printing-house-square, London, E.C.

16 JAN 1913

EDUCATION.

THE BASIS OF NATIONAL STRENGTH. By CHARLOTTE
MASON. 8½ × 5½, 53 pp. Ambleside : G. Middleton. London :
P.N.E.U. Office, 26, Victoria-street. 6d.

[The six letters here contained, which first appeared in *The Times Educational Supplement* last year, form an eloquent plea for the cultivation of knowledge as the basis of national strength. Miss Mason pleads for a truer interpretation of the word knowledge in the training of the young, and particularly for a fuller realization of the truth that literature is the true foundation of the knowledge of life. Few writers can speak with greater authority than Miss Mason either on the theory or the practice of education ; and a reprint of these valuable papers will be of great service at a moment when educational reform is, with increasing urgency, occupying the public mind. A "supplementary letter" is also included, which appeared in the same journal, criticizing the Montessori method.]

14CMC421

C. Mason

ROMEIKE & CURTICE, LTD.,
The Press Cutting Agency,
LUDGATE CIRCUS BUILDINGS,
LONDON, E.C.

Telegrams :
ROMEIKE

Telephone No. :
4 554 HOLBORN.

THE CUTTING ATTACHED IS FROM :—

The Times.

1785

Attention is called to the
REDUCED SUBSCRIPTION RATES

viz. : £2 : 12 : 0 a year or 13s. 6d. quarterly

Including the daily
FINANCIAL & COMMERCIAL SECTION
and all Special Supplements

A Morning Newspaper and a Financial Newspaper
at the rate of **TWO-PENCE** per DAY, if an Annual
Subscription is taken out

Full Particulars from **THE PUBLISHER,**
The Times, No. 1, Printing-house-square, London, E.C.

JUN 1913

THE BASIS OF NATIONAL STRENGTH. By Miss Charlotte
MASON. 8½ × 5½, 53 pp. Ambleside: Middleton; London:
P.N.E.U. office. 1s. n.

[This is a reprint of the striking letters which Miss Charlotte Mason recently contributed to *The Times*, seven in all—
"On Knowledge," "Letters, Knowledge, and Virtue,"
"Knowledge, Reason, and Rebellion," "New and Old
Conceptions of Knowledge," "Knowledge in Literary
Form," and "The Montessori System." As a veteran
educationist Miss Mason submits, as she explains in a short
preface, to those who have public education at heart these
"arguments in defence of knowledge, which it seems to
me is not duly regarded as the material of education."
Mind-hunger, to recall Miss Mason's phrase, is a real thing,
and it is refreshing to see the old, but none too-well-remembered,
doctrine that virtue is knowledge so eloquently
expounded.]

Einer also

TO THE EDITOR OF THE TIMES

EDMOND G. A. HOLMES.

by the Montessori Society
I am, Sir, faithfully yours,

For

Miss L. Mason

16CM421

From The General Press Cutting
Association, Ltd.
Lennox House, Norfolk St. London, W.C.
Telegrams: *Bratwald, Strand, London* Telephone: *N° 5520, Central*

NEWS FROM ALL
PARTS OF THE
WORLD SUPPLIED
WITH EFFICIENCY
AND SPEED.

Cutting from the

Schoolmaster

Address of Publication

Issue dated

25.1.13

MASON VERSUS MONTESSORI.—Our last week's columns gave the greater part of a letter to the *Times* by Miss Charlotte M. Mason, in which she attacked strongly the Montessori method, and especially its undervalued on the importance attached, in the working of that method, to the sense of touch. Miss Mason, indeed, took "occasion by the hand," and hung on the Montessori peg a general adverse criticism of manual training methods. (Our metaphor, here, is quite as mixed as much of Miss Mason's letter.) Now, when one of our most distinguished women educationists, who is also a widely read author, and who is, or has been, the editor of an educational magazine—when she, we say, writes against certain developments in education, most of us will be inclined to give her a careful reading. This we have done, but we are now struggling with a dismal doubt as to whether Miss Mason wrote as carefully as we read. Briefly, she offers little or nothing capable of influencing the opinions of the believers in manual training. The puzzle is to know what stand Miss Mason is really taking. She is no blind worshipper of "the three R's," for she terms it a "fallacy that reading and writing are education," and says, "they truly are mechanical arts"; that is, we take it, not in themselves education, but means towards educating. There is nothing unreasonable in this. The planing and sawing of a boy at his school-hardware is not education, although too many people think it is. It is a means towards the boy's education.

THE SENSE OF TOUCH.—When Miss Mason compares touch and sight, and then pronounces that touch is "the less accurate and active of the two senses," she parts company with nearly every modern authority on education. Our most competent physiologists teach that touch is the parent of all the other senses, and it is quite needless for us to begin with the ameba, and quote from a mass of evidence to substantiate our statement in this connection. The person *sans* smell loses much; *sans* taste loses more; *sans* hearing enters the kingdom of silence; *sans* sight abides in a pitiless world of darkness; but *sans* touch—is paralysed, is dead. It seems as ridiculous to us as it does to Miss Mason, to blindfold little children, as in the Montessori school. But it is far more ridiculous to put their tiny hands in iron gauntlets, as it were, and to case them in triple steel by forbidding or not allowing them to use that sense which in early years is the greatest inlet to knowledge. Surely Miss Mason must have observed many a little one, ill content with seeing, smear its little hands over some object, and then be called a naughty child for so doing. For doing, forsooth, what Nature demands it shall do! No two senses are so complementary, one to the other, as sight and touch. We desire them to be, not rivals, but co-partners.

HANDICRAFTS AND CHARACTER.—When Miss Mason says, "a child should not do handwork that is not either beautiful or of use," she is on very safe ground, and no handwork teacher would dispute the truism. But when she says, "Handicrafts add to the joy of living, perhaps to the means of living, but they are not educative in the sense that they influence character," even a navy could confute her. Is not even an addition to "the joy of living" bound to influence character? It is the indisputable fact that school handwork *does* influence character, which gives it its supreme *raison d'être*. What a boon to all of us it would be if a public debate could be arranged between Miss Mason and Sir John Colclough, or Sir James O'Brien Browne, or Sir Philip Magnus, or Mr. Holman, on "Is Manual Training Conducive to the Formation of Character?" Would it were done! In the conclusion of her letter Miss Mason declares "knowledge is the sole lever by which character is elevated, the sole diet upon which mind is sustained." Very well! What knowledge? We cannot believe that Miss Mason is unable to distinguish between knowledge "earthly of the mind" and "wisdom heavenly of the soul"; but, really, it seems to be wisdom that she is contending for, albeit not in the wisest kind of way. In parting, for the present, with Miss Mason, we confess ourselves racked among her admirers for much she has done and said, and solicitous for else we had not written as we have) that she apply more closely the powers of her fine mind to the consideration of the educational problems which cluster round the sense of touch.

Miss E. M. Mason

NEWS FROM ALL
PARTS OF THE
WORLD SUPPLIED
WITH EFFICIENCY
AND SPEED.

718

THE SCHOOLMASTER

January 18, 1913.

MISS C. M. MASON ON THE
MONTESSORI METHOD.

[illegible]

Whence? None puts his spectacles on
By daylight, or in the moon.

[illegible]

It is claimed that "the relief of the eye by continuing and developing the sense of touch . . . is a valuable educational asset; but it is a well-known fact that the blind child is not a natural reader. The blind child must learn to read by the touch method, and this 'method' is to be discarded for schools for older children, and if this 'method' is to be strong, the blind man's life is not so dull as most books for the blind say. The blind man goes with his touching and learned upon himself his own confidence of the art. We cannot put children and adults who are blind and natural are not to be should be. The eye is strengthened by light. The Montessori method is not to be darkened and static."

I think we are, although we are saying it, and a child is educated in hand and eye, and he can even be
 living, what more do you want? I would like to see the Red Indian of our
 time with the Red Indian of our childhood; his senses are by a
 means as acute, and the Red Indian

[illegible]

VIEWS OF THE MONTSSORI SOCIETY

One might have expected that Miss Mason would have held out a hand of welcome to an ardent and distinguished worker in the cause of self-education—a cause in which Miss Mason herself has worked with success and distinction for many years. Instead of this, she has written a letter in which she belittles and even holds up to ridicule Dr. Montessori and her work, expressing herself with un-

The Unpleasant Society, 21, Pall Mall, N.W.

TO THE EDITOR OF THE TIMES

in winning, and among, point in it as this. Just Mrs. Hunter's motto is being taken in vain in the matter. The method is not yet natural. It is a method which was fully formulated, not a method, and method discovered by a French physician named Edmond Seguin, in his efforts to educate defective children. He published the first complete edition of his system in 1846, under the title "Traité de l'éducation des enfants défectifs." It was translated into French by the Academy, and became the text on the subject in all educational countries. It has continued to be recognized as one of the most valuable books with illustrations, written in English and published in America, entitled "Idiotcy; And its Treatment by the Physiological Method," on the education of defectives, and his method is still used and used in the best institutions for such children in France, Germany and England, and Professor H. D. Swenson here all brings testimony to work in this second book.

Our further point deserves notice. A writer writes that the method "does not seem to be a system which could hope for much success in the ordinary conditions of the English elementary school, with its large classes and unselected pupils," though "it is true that there are

HEWLETT HOLLAND, Etc. Etc. Etc. etc. etc.

For *Mr. P. M.*
 From The General Press Cutting
 Association, Ltd.
 Lennox House, Norfolk St. London, W.C.
Telephone
Bateman's Palace London W.C. 2 N° 5520 Central

NEWS FROM ALL
PARTS OF THE
WORLD SUPPLIED
WITH EFFICIENCY
AND SPEED.

You may PHONE orders for ADVERTISEMENTS,
Servants Wanted, Births, Marriages, Deaths, &c.,
RING UP Holborn 4554.

1904 MC421
Miss C. Mason
ROMEIKE & CURTICE,
Limited.

Ludgate Circus Buildings,
LONDON, E.C.

Telegram: "ROMEIKE," Tel. No. 4554 HOLBORN.

The R. & C. Album provides a means to keep the
Cuttings together and to avoid mislaying them.
It requires no paste.

PUBLICITY of any important matter obtained in
the press by arrangement.
RING UP Holborn 4554.

From

Christian World
16. 1. 13

CRAVING FOR KNOWLEDGE.

How to Pass on the Torch.

The fascinating series of letters on 'Knowledge,' by Miss Charlotte Mason, published in *The Times*, have been issued as a shilling booklet under the title 'The Basis of National Strength.' With all our excellent apparatus for elementary, secondary, technical, and university education, we fail to satisfy the natural craving of the mind for knowledge—that is Miss Mason's chief and startling contention. Knowledge is not gained by the cramming for examinations, scholarships, prizes, 'blue ribbons'; knowledge is not a mere accumulation of facts; knowledge is not scholarship, valuable and important as that may be, for scholars are few, and born, not made. 'Knowledge is not instruction, information, scholarship, a well-stored memory. It is passed, like the light of a torch, from mind to mind, and the flame can be kindled at original minds only. Thought, we know, breeds thought; it is as vital thought touches our mind that our ideas are vitalised, and out of our ideas comes our conduct of life.' So Miss Mason contends that the chief thing in education is to get into contact with original minds. That is what the public schoolboy needs, and that is just as much what the working man needs, whose action, in combination, will be 'paralysing or propelling,' according as he has or has not knowledge. Miss Mason shows, in very interesting fashion and at length, how true knowledge—leading people to think and form a right judgment in all things—comes through the best literature; and, incidentally, she criticises kindly, but severely, the narrowness of the Montessori method. Her words deserve to be read and pondered.

110CMC421

Branches :

PARIS VIENNA, NEW YORK & BOSTON.

T. B. BROWNE, Ltd.,

Press Cutting Department,

163, Queen Victoria Street,

London, E.C.

£1 1s. per 125 Cuttings £3 3s per 500 Cuttings
£2 2s. per 300 £5 5s. per 1000 "

Cutting from

*Daily
Express*

Date

JAN 21 1913

I give a list of some new books which are worth reading and which you should include in your library list: "The Basis of National Strength," by Charlotte Mason; "Mines and their Story," by J. Bernard Mannix (Sidgwick and Jackson); "Harry the Cockney," by Edwin Pugh (Laurie); "The New Gulliver," by Barry Pain (Laurie); "The Burnt House," by Christopher Stone (Secker); "The Terrible Choice," by Stephen Foreman (Long); "Red Harvest," by Newman Flower (Cassell); "My Russian Year," by R. Reynolds (Mills and Boon); "Safety in Coal Mines," by D. Burns (Blackie).

For

J. E. Mason

MCMC421

From The General Press Cutting
Association, Ltd.
Lennox House, Norfolk St. London, W.C.
Telegrams: *Birkwolda, E. Strand, London.* Telephone: *Nº 5520 Central*

NEWS FROM ALL
PARTS OF THE
WORLD SUPPLIED
WITH EFFICIENCY
AND SPEED.

Cutting from the

Christian World

Address of Publication

Issue dated

18 / 13

How to Pass on the Torch.

The fascinating series of letters on 'Knowledge,' by Miss Charlotte Mason, published in *The Times*, have been issued as a shilling booklet under the title 'The Basis of National Strength.' With all our excellent apparatus for elementary, secondary, technical, and university education, we fail to satisfy the natural craving of the mind for knowledge—that is Miss Mason's chief and startling contention. Knowledge is not gained by the cramming for examinations, scholarships, prizes, 'blue ribbons'; knowledge is not a mere accumulation of facts; knowledge is not scholarship, valuable and important as that may be, for scholars are few, and born, not made. 'Knowledge is not instruction, information, scholarship, a well-stored memory. It is passed, like the light of a torch, from mind to mind, and the flame can be kindled at original minds only. Thought, we know, breeds thought; it is as vital thought touches our mind that our ideas are vitalised, and out of our ideas comes our conduct of life.' So Miss Mason contends that the chief thing in education is to get into contact with original minds. That is what the public schoolboy needs, and that is just as much what the working man needs, whose action, in combination, will be 'paralysing or propelling,' according as he has or has not knowledge. Miss Mason shows, in very interesting fashion and at length, how true knowledge—leading people to think and form a right judgment in all things—comes through the best literature; and, incidentally, she criticises kindly, but severely, the narrowness of the Montessori method. Her words deserve to be read and pondered by all parents and all who care for education. (26, Victoria-street. 1s. net.)

For

From The General Press Cutting
Association, Ltd.
Lepnux House, Norfolk St. London, W.C.
Telegrams: *Beetwulda* London *and* *W.C.* N° 5520 Central

NEWS FROM ALL
PARTS OF THE
WORLD SUPPLIED
WITH EFFICIENCY
AND SPEED.

Cutting from the

Educational Times

Address of Publication

Jan 1913

Issue dated

The year 1912 will be remembered (for a little time: memories are proverbially short) as the period when a wave of enthusiasm for the Montessori method overspread England. We have watched this wave with dismay; for the inevitable reaction is bound to follow. Already we see

signs that the unreasoning advocacy of the band of enthusiasts is resulting in a tendency to sweep the whole matter aside as unworthy of real investigation. In our leading article last month we wrote in cordial agreement with the main principle of Dr. Montessori's teaching. In the words of Mr. Edmond Holmes, "the master principle of the Montessori method is that of self-education." This is a principle adopted to a large extent in good Kindergartens and in some secondary schools; but we need to be reminded that the function of education is to help growth, to give it free play, and to stimulate it to provide suitable channels for itself, and that discipline through liberty is the ideal. We must not be misled by the methods with which Mme Montessori seeks to carry out her principle into a belief that, because we think we can find better methods, therefore we were in no danger of losing sight of the principle.

We have much sympathy with Miss Charlotte Mason's letter to the *Times*, pointing out that Mme Montessori encourages the training of the senses only and entirely omits education in ideas. All that Miss Mason says is justified in a sense; but we are inclined to think that she is attacking certain manifestations of the method rather than its underlying principles. It is true that in Mme Montessori's book we see little attempt to supply ideas outside the experience of daily life. Stories are not told. The Baby House is a little world occupied with itself alone. The senses are sharpened by practice until the children can do little wonders; but still they would not compare with a Red Indian or a trained acrobat, as Miss Mason points out. We must remember the type of child with which Mme Montessori is dealing and the age of that child. These were children living in tenements in the least desirable quarters of Rome and from three to seven years of age. Miss Mason has devoted herself to the study of schemes of education suitable for children of well-to-do parents who have left the nursery behind.

Amidst this variety of opinion some of us would like an authoritative statement on the value of the Montessori method. It saves trouble when we are told exactly what to think. But not even the Child Study Society would, we expect, venture to lay down the law. Certainly the Board of Education will not do so. Mr. King asked the President of the Board of Education whether inquiries are being made into the methods and results of the Montessori system and its applicability in this country; and, if so, how it is proposed to introduce a system under which children are admitted at two years, whereas most Local Authorities exclude them till five years of age; and 15 superficial feet are required, whereas our standard of 9 superficial feet has not been attained in many schools. This is Mr. Pease's reply: "The Board published on November 1, as an educational pamphlet, a report upon the Montessori system made by Mr. E. G. A. Holmes.

In publishing the report, the Board were careful to state that they did not necessarily endorse the opinions expressed in it. They have not suggested the introduction of the system into public elementary schools."